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ABSTRACT

This six-part report describes the recently developed 5-year strategic plan of action for Colorado Northwestern Community College (CNCC), reviewing the mission and goals of the college, stating 21 organizational objectives in order of priority, and detailing implementation activities for each of the 5 years of the plan. Part I provides a brief description of CNCC, its location, and the local area served. Part II presents the background to the strategic planning process. Part III details changes in CNCC's organizational structure, program offerings, mission statements, and enrollment patterns for the years 1962 to 1989; and provides detailed enrollment statistics for the years 1972 to 1989. Part IV discusses the procedure through which faculty and staff contributed to the development of the plan. Part V describes the future direction and usability of the 5-year plan. It lists 15 initial key components that were identified to guide the further development of the plan, including in order of priority financial stability, students, quality, personnel, growth, accreditation, community and regional service, assessment and analysis of CNCC, institutional survival, maintenance of a learning enterprise, public image, physical plant and capital improvement, facilities and area utilization, organizational unification, and multi-culturality. Part V also discusses the structure of the strategic plan. Finally, part VI presents the strategic plan itself. Subsections of the plan consist of the mission, goals, organizational objectives, potential strategies, policies, roles, programs, and structures for CNCC. (JMC)

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Colorado Northwestern Community College

Five-Year Plan of Action

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1989-90 to 1993-94

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THE CNCC FIVE-YEAR PLAN OF ACTION

Approved for Implementation August 16, 1989

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Part I

PREFACE
to
The CNCC Five-Year Plan of Action

The campus of Colorado Northwestern Community College is located on a high mesa overlooking the town of Rangely, Colorado. The architecture of the campus combines an exciting blend of native stone, timber, and large expanses of glass which are carefully combined to take advantage of and further enhance the natural, rugged beauty of the area. The campus is relatively new, with all buildings constructed since 1960. A total of thirteen buildings are included on the 150 acre campus.

Rangely is located in the western half of Rio Blanco County on the White River at an elevation of 5,280 feet. The adjacent terrain is rugged mountains and high mesas of considerable western beauty. A friendly, involved, supportive community of 2,600 residents, Rangely is located in the heart of the fifth largest oil field in the United States. The town is located 90 miles north of Grand Junction, Colorado, 50 miles west of Meeker, Colorado, and 50 miles east of Vernal, Utah. Although small, the business community of Rangely is progressive in its commitment to provide the community with a full range of goods and services; and recreational opportunities abound through the outstanding public facilities of the town as well as through outdoor activities available on the numerous public lands in northwestern Colorado.

The primary Service Area of Colorado Northwestern Community College includes Rio Blanco County, Moffat County, and the west and south portions of Routt

County. In addition to the main campus in Rangely, Service Area Centers are located in Craig, Meeker, Hayden, and Oak Creek. Community Coordinators at each of these Centers provide leadership in developing programs and courses to best serve the educational needs of local residents.

The future of Colorado Northwestern Community College, and its ability to best serve the needs of its Service Region and beyond, will be determined and guided by the recently developed strategic plan, **The CNCC Five-Year Plan of Action.**

Part II

INTRODUCTION
to development of
The CNCC Five-Year Plan of Action

This is a moment of exceptional opportunity for Colorado Northwestern Community College as it moves proactively toward the twenty-first century. It is a time when strategic planning among colleges and universities throughout the United States has become a top priority as higher education institutions strive to develop a strong sense of purpose and direction for the future. Unfortunately, far too many of these planning attempts become exercises in futility as the planning process becomes stilted and ineffective, and the written document continues to expand in size until it becomes another unusable treatise which is destined to end up on a shelf to gather dust.

Thus, when Colorado Northwestern Community College committed itself to a year-long strategic planning process during 1988-89, it was with the clear understanding that there were four critical components to the process which would best assure the successful development of the strategic plan:

A Sense of History

The longitude and former success of an institution is attributable to many things, including the efforts and contributions of many dedicated individuals, applicable economic conditions, and the ability to make the best use of the unique location of the college. A sense of history allows the contributions of individuals to be recognized and

appreciated, thus setting a positive tone for ongoing contributions of committed individuals. A sense of history allows the institution to learn from economic conditions of the past and to best plan for meeting changing economic conditions of the future. A sense of history allows assessment of successes and failures of programs, of students, of staff, and of community/regional impact in terms of location and needs of the service area. Thus, the first critical component of the strategic planning process is to assess the past in order to identify changes which are needed for the future for the greater good of the institution and the clientele being served.

Process Involvement

Without the widespread, positive involvement of faculty, staff, and administration the strategic planning process becomes a collection of ideas and vision of only a few individuals which may or may not correctly measure the pulse and chart the course for the future of the institution. Consequently, the second critical component to the successful development of the strategic plan was to create an environment and develop a process whereby each member of the faculty, staff and administration would be encouraged and given an opportunity to provide input into planning for the future of the college.

Future Direction and Usability

All too often, strategic plans become little more than a rehash or a continuation of events of the past. Thus, critical issues are sometimes overlooked and new

opportunities may be missed. The third critical component to the development of the strategic plan, therefore, was to create an atmosphere of genuine openness which would encourage creative discussion to assure that the future direction of the institution and individual components of the strategic plan would be most appropriate in terms of meeting the needs of the primary service region and beyond, in effectively playing a leadership role in addressing societal needs, and in refining and meeting the institutional mission.

An effective strategic plan becomes a road map for ongoing institutional development and success while an ineffective plan generally becomes a lengthy composite of thoughts with no central core of direction or plan for action. Consequently, a major goal for the development of the strategic plan was to produce a document which would be long enough to address the key issues but not so long as to curtail accessibility; which would chart an institutional direction without curtailing the ability to take advantage of forthcoming future opportunities; and which would prioritize key issues of the plan to facilitate effective administrative decision making in terms of future needs, alternatives, and challenges which would be faced by the college.

The CNCC Five-Year Plan of Action

The final critical component is to synthesize all available information and to write the actual plan of action. This segment of the document should incorporate information previously presented with regard to location and campus, Service Area, history of the College, process and involvement for development of the plan, and the

future direction of the institution and usability of the document.

It is this portion of The CNCC Five-Year Plan of Action which will present the **mission** and **goals** for the College, will detail in priority order the five-year organizational **objectives**, and will assess the role of **policies** in guiding the course of action aimed at accomplishment of these objectives. Further, it will present possible **strategies** which may be used by administration, faculty, and staff toward goal and objective accomplishment as well as mission fulfillment; and will outline specific **roles**, **programs**, and **structures** which may be needed to best facilitate effective implementation of this strategic plan.

Part III

A SENSE OF HISTORY
for
The CNCC Five-Year Plan of Action

Colorado Northwestern Community College is a publicly supported, co-educational, local district two-year institution which first began serving the educational needs of northwestern Colorado in 1962.

In 1955 the Colorado State Legislature endorsed the results of a state-wide higher-education research study which cited the lack of post-secondary educational services in the northwestern part of the State. Planning for Rangely College began in 1960 with the approval by the State and the Board of Trustees of Mesa Junior College of Grand Junction, Colorado to establish a branch of Mesa Junior College in Rangely, Colorado; and in September of 1962 Rangely College opened its doors to a freshman class consisting of 82 students.

In April of 1970, through a successful regional vote which occurred after enabling legislation was passed to allow consideration of dividing the Mesa Junior College District, the Rangely Junior College District was formed, and Rangely College began operating as an independent educational institution. Responsibility for governance of the institution was bestowed on an elected five-member District Board of Trustees, all of whom were required to reside in the district which supported the College. Effective July 1, 1974, recognizing the College's commitment to serve the higher education needs of the three northwestern counties of Colorado, the Board of Trustees changed the

name of Rangely College to Colorado Northwestern Community College.

The internal components of the College have periodically changed throughout the years of operation through reactions to economic, social, and political factors; through the leadership provided by administrators and other employees who have served the institution; and through Boards of Trustees which have determined parameters for operation and development of the College. A brief synopsis of the operation of the College and the changes which have occurred from 1962 to the present is included below:

Organizational Structure and Program Offerings
1962 - 1989

1962-63 The Chief Executive Officer of the College was the Dean, who reported directly to the President of Mesa Junior College. In addition to the Dean, the organizational chart included a Division of Arts and Sciences as well as a Division of Technical Education; and the following eleven degree programs were offered: Business Administration, Business Education, Dental Hygiene, Electronic Technology, Engineering, Liberal Arts, Medical Office Assistant, Minerals Technology, Physical Science and Mathematics, Radiology Technology, and Technical Administrative Assistant.

1963-64 The organizational structure remained the same as the prior year, and the same degree programs were offered with the exception of Minerals Technology which was dropped from the curriculum.

1964-65 A Dean continued to serve as CEO, the Division of Arts and Sciences continued to exist, but the Division of Technical Education was replaced by the Department of Dental Hygiene, the Department of Electronic Technology, and the Department of Secretarial Science and General Business. The changes to the degree granting programs included adding Accounting, General Business, and Secretarial Science; and included dropping Medical Office Assistant, Radiology Technology, and Technical Administrative Assistant.

1965-66 There were no changes to the organizational structure or to the program offerings of the institution.

1966-67 The only change which occurred from the prior year was the elimination of the separate degree program in Engineering, tieing this in with the other programs in Science. Thus, the College offered nine programs as follows: Accounting, Business Administration, Business Education, Dental Hygiene, Electronic Technician, General Business, Liberal Arts, Physical Science and Mathematics and Engineering, and Secretarial Science.

1967-68 The Chief Administrative Officer of the College was changed from Dean to President. The remainder of the organizational chart included a Division of Arts and Sciences, a Department of Business and Secretarial Science, a Department of Dental Hygiene, as well as a new Department of Aerospace which replaced the former Department of Electronic

Technology. The Electronic Technician program was dropped, and the Physical Science and Mathematics and Engineering program was consolidated into a Science program. In addition, two programs were added, one titled Airline Stewardess and the other titled Career Pilot.

1968-69 Once again the organizational structure was changed, this time to five academic divisions, with Divisions of Aerospace, Health Education, Liberal Arts, Physical Education, and Science. There were no changes to the degree programs.

1969-70 The only change from the prior year was the addition of a Division of Continuing Education.

1970-71 The organizational structure continued with five academic divisions, although the Division of Health Education was changed to the Division of Health Auxiliaries. The Division of Continuing Education remained, and a new Division of Library Sciences was created. Due to the newly acquired independence from Mesa Junior College, Vice Presidential positions were created. New degree programs were added in Airframe and Powerplant Mechanics, Dental Assisting, Education, and Physical Education. The Business Education program was eliminated, and Accounting was eliminated as an separate program but was continued as an option under Business Administration. Thus, the new program offerings for the College included Airframe and Powerplant Mechanics,

Airline Stewardess, Business Administration--Accounting, Business Administration--General Business, Career Pilot, Dental Assisting, Dental Hygiene, Education, Liberal Arts, Physical Education, Science, and Secretarial Science.

1971-72 There were no substantive changes for this year, although the Airframe and Powerplant Mechanics program was changed to Powerplant Mechanics.

1972-73 Five academic divisions continued in the organizational structure, including the Divisions of Aerospace, Dental Auxiliaries, Liberal Arts, Physical Education, and Science; and two additional divisions of Continuing Education and Library Services also continued. The programs of Powerplant Mechanics and Dental Assisting were both eliminated, leaving a total of ten degree programs.

1973-74 A major organizational change occurred, with a reduction from seven divisions to two major divisions. These two newly formed organizational components were the Division of Career and Continuing Education and the Division of General and Transfer Education. The Airline Stewardess program was changed to Pre-Flight Attendant; Business Administration--Accounting was changed to Occupational Accounting; Business Administration--General Business was changed to General Business; Science was eliminated and two programs were put in its place, one in

Mathematics and Physical Science as well as one in Pre-Dental/Pre-Medical/Pre-Veterinary; Secretarial Science was eliminated and three programs were put in its place, one in General Secretarial, one in Dental/Medical Assistant, and one in Legal Secretarial. Thus, thirteen programs were now offered.

1974-75 The only change occurring from the prior year was a name change in the two divisions, with the organizational structure now including a Division of Career and Outreach Education as well as a Division of General Education and Transfer Education.

1975-76 The organizational structure remained the same as the previous year. One program, Pre-Flight Attendant, was eliminated. Thus, the following twelve programs remained: Career Pilot, Dental Hygiene, Dental/Medical Secretarial, Education, General Business, General Secretarial, Legal Secretarial, Liberal Arts, Mathematics and Physical Science, Occupational Accounting, Physical Education, and Pre-Dental/Pre-Medical/Pre-Veterinary.

1976-77 Two new programs were added for this year, a program in Occupational Insurance/Real Estate and a program in Petroleum Technology. No other changes occurred.

1977-78 There were no changes from the prior year.

1978-79 The same two divisions continued in the organizational structure. No programs were eliminated, and four new programs were added, bringing to eighteen the number being offered. These additions included Geology, Liberal Arts--Humanistic Approach to the Environmental Emphasis with Life Sciences Option, Liberal Arts--Humanistic Approach to the Environmental Emphasis with Geology Option, and Education--Human Development Emphasis. In addition, the Career Pilot program was changed to Aviation Technology.

1979-80 The same programs continued as from the prior year, but a major organizational change occurred. The two academic divisions were replaced by a "program structure" with designated program directors who reported directly to Vice Presidents.

1980-81 The organizational structure remained the same. Two new programs were added, one in Construction Technology and one in Instrumentation Technology. Thus, twenty degree programs were being offered.

1981-82 There were no organizational changes that took place, but a number of program changes occurred. Eight programs were eliminated, including Education--Human Development Emphasis, Dental/Medical Secretarial Science, General Secretarial Science, Legal Secretarial Science, Occupational Accounting, Occupational Insurance/Real Estate, Liberal Arts--Humanistic Approach to the Environmental Emphasis with Life

Sciences Option, and Liberal Arts--Humanistic Approach to the Environmental Emphasis with Geology Option. Three new programs were added in Office Occupations, Air Frame and Power Plant Mechanics, and Humanistic Approach to the Environment Emphasis. Thus, the degree program offerings included fifteen programs as follows: Air Frame and Power Plant Mechanics, Aviation Technology, Construction Technology, Dental Hygiene, Education, General Business, Geology, Humanistic Approach to the Environment Emphasis, Instrumentation Technology, Liberal Arts, Mathematics and Physical Science, Office Occupations, Petroleum Technology, Physical Education, and Pre-Dental/Pre-Medical/Pre-Veterinary.

1982-83 One program was eliminated, Humanistic Approach to the Environment Emphasis, and Air Frame and Power Plant Mechanics was changed to Aviation Maintenance Technology.

1983-85 The term "Outback" was adopted for promotion of the College. Construction Technology, Education, and Geology were all eliminated as degree programs; and the two programs of Mathematics and Physical Science as well as Pre-Dental/Pre-Medical/Pre-Veterinary were combined to form a new program in Science. Two additional new programs were added, Computer Science--Business Applications and Computer Science--

Scientific Applications. Thus, the institution was now offering twelve degree programs.

1985-86 Three new programs were added for 1985-86, raising the number of degree offerings to fifteen. The new programs included Criminal Justice, General Studies, and Small Business Management. In addition, Instrumentation Technology was changed to Instrumentation Engineering Technology.

1986-87 The organizational structure remained the same, with Program Directors answering directly to Vice Presidents. The General Business program was changed to a program in Business Administration; and Office Occupations was changed to Office Administration with five separate options in General, Legal, Medical/Dental, Petroleum, and Word Processing.

1987-88 The two computer science programs, Computer Science--Business Applications and Computer Science--Scientific Applications, were combined into one degree granting program of Computer Science. The five separate options under Office Administration were reduced to only two options, with General and Word Processing being made available to students.

1988-89 The academic year 1988-89 was the year of assessment and analysis for the development of the Strategic Plan. During this year the organizational structure included the President, Vice Presidents, and Program Directors.

Changes in degree program offerings occurred in Office Administration, where Legal was re-added to the already existing options of General and Word Processing. Thus, the year of Strategic Plan development included the following program offerings: Aviation Maintenance Technology, Aviation Technology, Business Administration, Computer Science, Criminal Justice, Dental Hygiene, General Studies, Instrumentation Engineering Technology, Liberal Arts, Office Administration--General, Office Administration--Legal, Office Administration--Word Processing, Petroleum Technology, Physical Education, Science, and Small Business Management.

Mission Statements
1962 - 1989

During the same time-frame of institutional operation presented above, 1962 to 1989, six different mission statements have guided the direction and functions of the College. These mission statements are presented below:

1962-70 "Rangely College is a democratic institution founded upon the principle to provide education for and serve all who are eligible to attend and who can profit from its offerings, regardless of age or experience. It provides a cultural center for the community and recognizes its moral and social responsibility toward the students and the adult population."

1970-75 "Rangely College is a democratic institution founded on and dedicated to the principle of providing education beyond high school for all who are

eligible to attend and who can benefit from its services. It seeks to provide a cultural center for the immediate community and for northwestern Colorado. In carrying out this educational mission the College recognizes a moral and social responsibility toward every individual who participates in its programs."

1975-76 "Colorado Northwestern Community College's mission is predicated on a two-fold concept that (1) education is needed beyond the high school level in order to prepare people for the labor market in the areas of professional, business, occupational, or the furtherance of education at four year institutions, and (2) learning continues throughout a person's life and regardless of one's level of attainment, education can be pursued which will meet the needs of the individual."

1976-80 "Colorado Northwestern Community College's mission is predicated on a two-fold concept that (1) education is needed beyond the high school level in order to prepare people for the changing world of work in professional, business, occupational areas, or for the furtherance of formal training or education at four-year institutions, and (2) learning continues throughout a person's lifetime and regardless of one's level of attainment, education can be pursued which will meet the desires of the individual."

1980-86 "The development of Colorado Northwestern Community College is based on the premise that education is needed beyond the high school level in

order to prepare people for the labor market in the professional, business or occupational area, and to allow the continuation of education at four-year institutions. The college also holds to the belief that learning does not stop at any time in a person's life and that regardless of the level already attained, further education can be gained which will be both interesting and personally satisfying to the individual. Accordingly, CNCC strives to offer quality programs of education and training for all who can profit from instruction and who have the desire to learn."

1986-89 "The mission of Colorado Northwestern historically has been predicated on a two-fold philosophy: Learning is an ongoing process; yet learning takes place during intensified time frames. Because of this dual emphasis, Colorado Northwestern offers academic transfer programs, occupational education, community services and education, support services, and specialized industrial training."

Enrollment Patterns
1962 - 1989

Enrollment patterns at an institution can be directly related to many things, including economic and social considerations, specific programs being offered by the college, quality of program offerings and of support areas, and effectiveness of marketing techniques. Regardless of the reasons for historical enrollment patterns at an institution, such trends point to the long-term viability and overall health of the college.

Rangely College opened its doors in 1962 to 82 students while operating as a branch of Mesa Junior College and continued functioning as a branch campus until 1970. Complete enrollment figures and records for this era were not kept in Rangely, and are not available through Mesa College. Records pertaining to enrollment figures for the Rangely campus are available from 1972 to the present, although Service Area Center enrollment figures are only available from 1982 to the present.

Because of the lack of a consistent data source for presenting historical enrollment trends for the College from 1962 through 1989, it becomes necessary to utilize the information available and to present it in the most meaningful, relevant fashion possible. Full Time Equivalent (FTE) enrollment figures provide the most accurate and consistent measure of institutional operation and can best be used to measure growth patterns and enrollment trends for a college. Other information, such as full-time enrollment and total enrollment, simply allow further analysis of FTE enrollment patterns. Thus, FTE enrollment figures for the Rangely campus for the fall semester of each year from 1972-1989 are presented in the following table to represent historical enrollment patterns for the institution, and supporting information regarding full-time enrollment and total enrollment are also presented. The trend-line chart which is presented on the page following the table utilizes FTE enrollment figures to further illustrate institutional growth/decline patterns for this time period.

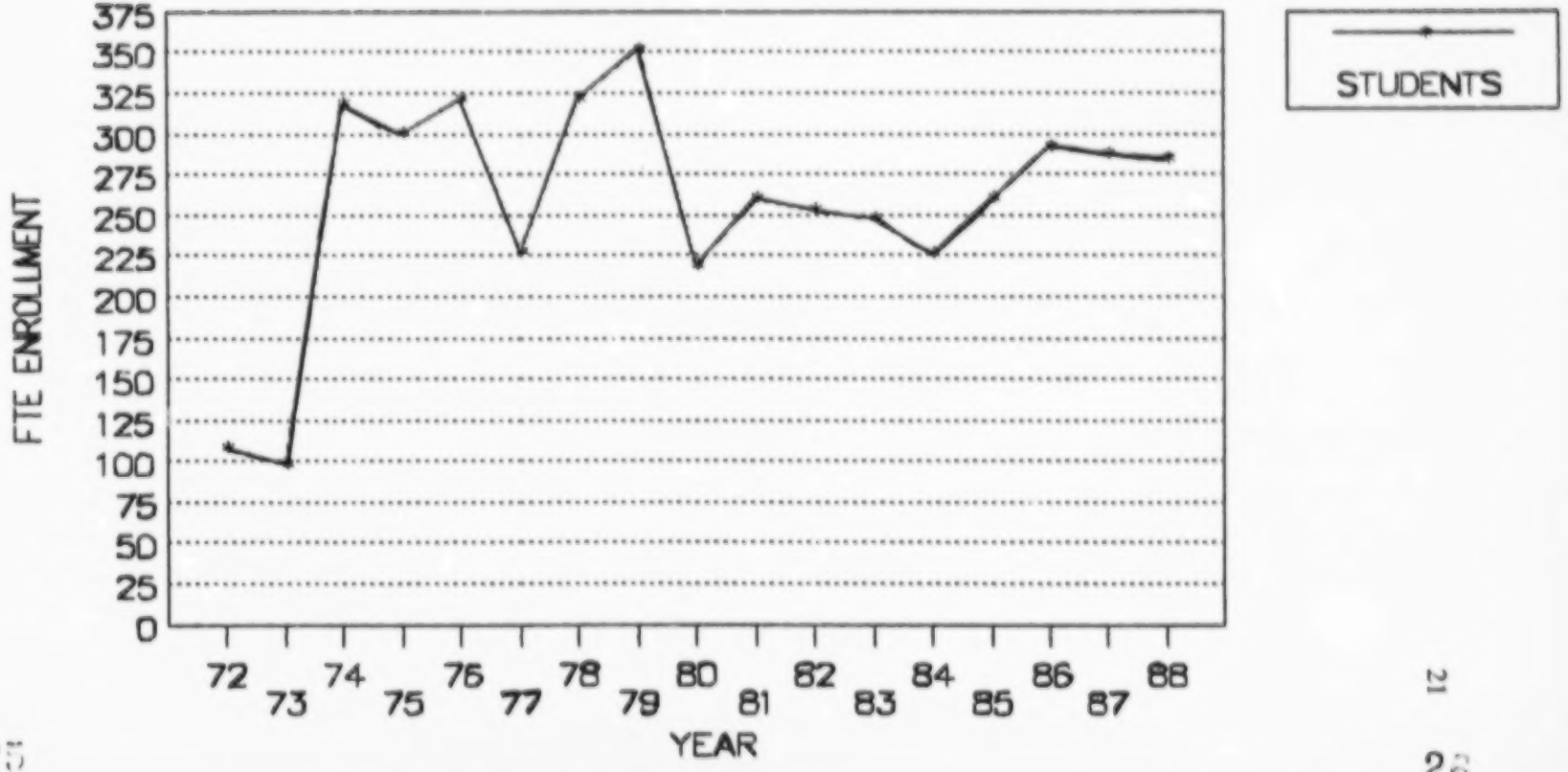
FTE and RELATED ENROLLMENT FIGURES
Rangely Campus
1972 - 1989

Year	FTE Enrollment*	Full-Time Enrollment	Total Enrollment
1972-73	**108**	155	596
1973-74	**98**	204	408
1974-75	**318**	136	815
1975-76	**300**	225	1,192
1976-77	**321**	289	1,289
1977-78	**227**	262	1,638
1978-79	**322**	298	2,271
1979-80	**352**	302	2,505
1980-81	**219**	329	1,040
1981-82	**260**	358	1,413
1982-83	**253**	337	1,326
1983-84	**247**	311	1,535
1984-85	**226**	304	1,211
1985-86	**260**	323	1,399
1986-87	**292**	371	1,556
1987-88	**287**	326	1,434
1988-89	**285**	339	1,345

*Rounded to nearest whole number.

FALL ENROLLMENT

Rangely Campus



Summary

It is this background of operation, organizational structure, individual influence, educational mission, and enrollment patterns that brings the College to the current time in history regarding Strategic Planning and which provides this moment of opportunity for planning what the institution shall become in the future.

Part IV

PROCESS INVOLVEMENT
for development of
The CNCC Five-Year Plan of Action

At a Board-Presidential retreat held in August of 1988 to establish priorities and goals for the 1988-89 academic year, a list of 16 goals were developed. One of these goals was for the development of a five-year strategic plan for Colorado Northwestern Community College by the end of the academic year. Thus, the developmental process for the strategic plan began at that time.

In his address to the faculty and staff on August 23, 1988, the President of the College identified the development of a usable, progressive, five-year strategic plan as a key priority for the year; indicated that the process would continue throughout the year; and stated that every employee at the institution would be given an opportunity to participate in the development of the plan and should begin preliminary, informal discussions as to what they would like to see the institution become.

At the same August 23, 1988, meeting of faculty and staff, a Board member speaking on behalf of the Board of Trustees stated that the development of realistic goals, objectives, and strategies would be extremely important for the future of the College. He further said that evolution, not revolution, would be the appropriate process since major changes often come slowly and need to have the support of the majority of the people. The recommended vehicle to assure the accomplishment of these recommendations was the development of an institutional strategic plan.

In October, 1988, the Administrative Cabinet (consisting of the President, Vice President for Fiscal Affairs, Vice President for Instructional Affairs, Vice President for Student Affairs, Dean of Community Educational Services, and Grants Coordinator) established a tentative listing of key components which appeared to have merit for guiding the development of the strategic plan. These key components were provided for the Board of Trustees at the November Board Meeting as a part of the presentation regarding the setting of the 1989 mill levy. An open campus meeting was held on November 30, 1988, to discuss the strategic plan and to identify key components which should be addressed during plan development. A composite listing from topics identified by the Administrative Cabinet and from the open campus meeting was subsequently distributed to all faculty and staff for a ranking response to be completed and returned not later than December 16, 1988.

A two-day faculty and staff in-service workshop was held January 9-10, 1989, to establish proposed priorities for the strategic plan. The synopsis of the ranking of key components previously alluded to was utilized as the take-off point for the workshop, and the goal of the two-day workshop was to develop a composite listing of priority objectives for the strategic plan which could be fully considered by the Administrative Cabinet. Eight small subgroups were established to assure the opportunity for individual input into the process, with the average subgroup size being ten participants. Day one of the workshop consisted of applying to Colorado Northwestern Community College the "Tool for Institutional Self-Assessment" from the recommendations

contained in Building Communities: A Vision For A New Century. Day two consisted of a nominal group process whereby each of the eight subgroups generated a consensus list of what they perceived to be the top five priorities/objectives for institutional emphasis during the coming five years. Each subgroup brought back to the group of the whole their listing of five prioritized objectives (two subgroups had six objectives), presented their rationale to the group, and listed their priorities on a poster which was displayed before the group. At the conclusion of the eight presentations, and using the eight posters containing five (or six) prioritized objectives, each participant voted for what they considered to be the top five objectives for the College from the listing of 42 concepts.

At the conclusion of the two-day workshop, each subgroup elected one representative to serve on the Institutional Strategic Plan Committee which would meet for the remainder of the academic year to provide further input into and leadership for the development of the strategic plan.

On January 13, 1989, the results of the nominal group process voting were compiled, similar recommendations from subgroups along with the votes received were combined as appropriate, and a priority ranking of the 22 separate recommendations which evolved were distributed by mail to all faculty and staff for validation or modification of the initial ranking process. Each person was asked to re-rank the 22 remaining items regarding perceived importance to the institution for the next five years. Responses were due and were received by January 20, 1989.

Information and recommendations which developed from the in-service workshop and subsequent follow-up activities were published in the local newspaper, and a community meeting was scheduled for February 7, 1989, to receive input from community members into the future direction of the college. Though the community meeting was not well attended, specific responses to the proposed direction and development were subsequently sought and received from the Rangely Area Chamber of Commerce and administrators of the Town of Rangely.

On February 8, 1989, an in-service workshop was held in Craig, Colorado for all Service Area Center personnel. A similar nominal group process was utilized to seek from employees of the Service Area Centers priority ranked objectives for proposed inclusion in the institutional strategic plan.

The Administrative Cabinet reviewed all responses, incorporating Service Area Center components and community input into the previously developed information, and approved the priority ranking of the 22 objectives. The Cabinet then divided these items into four categories of top priority, high priority, moderate priority, and low priority. This information was distributed to all employees of the college along with an announcement that the Strategic Plan Committee would be developing a proposed five-year plan around these objectives, and that ongoing input from all faculty and staff would be sought and welcomed by each of the committee members.

The Strategic Plan Committee assessed each objective in terms of identifying potential strategies which could be implemented to facilitate its accomplishment, and

also provided a recommendation regarding emphasis of the objective throughout each of the five years covered by the plan. The Committee completed activities on May 10, 1989, and distributed the results of their efforts to all employees of the college for a response by May 17, 1989, for approval, suggestions for modification, or disapproval.

At the Cabinet Meetings of May 30, 1989, and June 6, 1989, the Administrative Cabinet (which now consisted of five institutional administrators--the President, Vice President for Fiscal Affairs, Vice President for Instructional Affairs, Vice President for Student Affairs, and Dean of Community Educational Services) reviewed the work of the Committee and the responses received from faculty and staff, finalizing the general components of the strategic plan. The President then presented the strategic plan components to the Board of Trustees at the June 16, 1989, Rangely Junior College District Board of Trustees Meeting. The following recommendation was approved: "That the Board of Trustees approve the Strategic Plan components and approve the writing of the formal Strategic Plan to be presented at the August Board Meeting."

Part V

FUTURE DIRECTION AND USABILITY of The CNCC Five-Year Plan of Action

When the strategic planning process began at Colorado Northwestern Community College, three positive principles were adopted administratively to assure the evolvement of a usable five-year planning document which would accurately chart the future direction of the institution. First, the resulting plan would be action oriented, designed to assess and redefine as necessary the mission of the College; assess and redefine as necessary the goals of the College; and assess the past and the future to establish organizational objectives and institutional process which would guide the future direction of CNCC for the next five-years and beyond. Second, the completed plan would accurately reflect the personality of the institution as reflected by attitudes, talents, and past and potential contributions of the diverse faculty and staff which would be a part of the institution for the five-year planning period; and the plan would clearly state our aspirations for the Board of Trustees, administrators, faculty, staff, state legislators, the Colorado Commission on Higher Education (CCHE), the Colorado Community College and Occupational Education System (CCCOES), business leaders, and the general public. Third, the College would not attempt to be all things to all people, but would develop a plan of action designed to facilitate doing selected things exceedingly well.

To be most effective, this development of a comprehensive, dynamic strategic

plan must be an ongoing process. Thus, the objectives and strategies must be guided by continual self-assessment and accountability, both formal and informal; and annual assessment and reaffirming or refocusing of objectives, efforts, and activities becomes a necessary part of institutional operation. It is this approach and commitment to review and analysis by all constituencies of the College which will facilitate the development of a unique and distinctive institution committed to quality and which is accurately attuned to the needs of the Service Area and beyond. The institutional five-year strategic plan will serve as a focal point for individual programs and areas within the College as annual and multi-year program and area plans are developed and followed.

Initial Key Components to Guide Development of the Strategic Plan

Planning activities during the fall semester of 1988-89 involved administration, faculty, and staff and led to the identification of 15 key components to guide further development of the strategic plan during the remainder of the academic year. These 15 key components were placed in perceived relative order of importance, and are presented below along with a composite statement of development of the component and/or the importance to Colorado Northwestern Community College.

1. **Financially Sound** -- Past utilization of reserve funds for institutional operation was necessitated by a declining funding source from the local tax district. At the same time, no significant additional funding sources were developed to offset the decline of reserve funds. The consensus of participants to the strategic plan

developmental process was that appropriate measures were needed to assure the ongoing financial stability of the College, and as we developed the strategic plan it must be with a commitment to assuring a financially sound institution.

2. Students -- Those participating in the identification of these key components subscribed to the belief that Colorado Northwestern Community College exists to serve the needs of widely-diverse students who choose to take advantage of the curricula and programs being offered. Every decision made within the institution should reflect this as the primary reason for our existence, and the strategic plan should emphasize this as well.

3. Quality -- The third identified key component is acknowledgement of the fact that the primary product of CNCC should be the provision of quality educational opportunities for constituents as well as being a Service Area partner in enhancing the economic and aesthetic quality of life in the area which we serve.

4. Personnel -- Just as students are the primary reason for our existence, it is recognized that our faculty and staff determine the level of quality which is attained by the College. Thus, a strategic plan should recognize this important cog by providing strategies for creation of a positive environment to effectively address personnel factors at the College.

5. Growth -- Those participating in the development of these key components accepted the premise that a college in a state of enrollment decline faces numerous operational problems which make it virtually impossible to accomplish goals and

objectives which have been set. A college in a level state of operation faces the risk of stagnation, making it difficult to accomplish goals and objectives. Thus, steady growth which is effectively planned for creates the best environment for realization of institutional goals and objectives.

6. Accreditation -- College-wide accreditation, as well as appropriate program accreditation, are recognized as high priority items for Colorado Northwestern Community College, without which it will be virtually impossible to effectively address the other identified key components.

7. Community and Regional Service -- The consensus of participants in this introductory phase of strategic plan development was that a comprehensive community college must address numerous needs, not the least of which is positive, relevant community and regional service and involvement. CNCC is committed to filling this role for Rangely and northwestern Colorado.

8. Assessment and Analysis -- Recognizing the importance of this component to an institution, the Board of Trustees utilized the services of a consultant in 1987-88 for assessment and analysis of the College. Faculty and staff who participated in the identification of these 15 key components also recognized the importance of ongoing assessment and analysis for programs, services, and the College as a whole.

9. Survival -- Two points of view surfaced when dealing with the key component of survival, which accounts for its location near the middle of these prioritized items. One group of individuals felt that this was the most important issue

in guiding the development of the strategic plan, and should supersede all other components. Another group of individuals felt this was an extremely important aspect, but if the other key points were successfully addressed then survival would naturally follow. These two points of view account for the compromise positioning of "survival" near the middle of the spectrum, which in no way detracts from the wide-spread institutional commitment to this important component.

10. Learning Enterprise -- The diversity of backgrounds and preparation of our students as well as the diversity of program offerings at the College directly point to the importance of addressing the learning enterprise in the strategic plan. We are dedicated to creating and maintaining an effective learning enterprise.

11. Public Image -- Perception is everything in public relations, and recognizing that it doesn't matter how good an institution is if public perception doesn't subscribe to the institutional claim of excellence, we must be committed to creating a strong public image which is founded on quality, stability, and involvement.

12. Physical Plant and Capital Improvement -- Facilities must adequately reflect the current structure, offerings, and image of an institution; and future growth must be tied to physical plant expansion and ongoing capital improvement in order to further support what the institution is and shall become. CNCC is dedicated to providing an attractive, functional, well-maintained physical plant which shall effectively keep pace with enrollment growth and program diversity.

13. Facilities and Area Utilization -- A College must appropriately serve the needs and be a recognized, positive part of the community in which it exists, and this is especially true of a local district college such as Colorado Northwestern Community College. Further, before future physical plant expansion and major capital improvements can be administratively and Board supported, current utilization of facilities must be effective and appropriate. CNCC is committed first to effectively utilizing facilities for College needs and second to utilizing facilities for meeting community needs.

14. Unification -- An institution that works as a whole, committed to team-work and support, can accomplish far more than a college which is segmented and in which "empire building" replaces quality program development. We are committed to development of a positive, supportive atmosphere and environment with wide-spread support for working toward institutional goals and objectives as well as program goals and objectives.

15. Multi-Cultured -- Community college education and service which become one-dimensional make it impossible for an institution to realize its fullest potential. Multi-cultural diversity in enrollment and curricular offerings are important for being multi-dimensional, and it is to this end that CNCC is committed.

The values reflected in these 15 key components for development of the strategic plan point toward one central theme--we want a strong, progressive institution wherein our students can succeed and through which we can meet our commitment for service

to our primary Service Area. The CNCC Five-Year Plan of Action addresses this theme.

Structure of the Strategic Plan

The development of the CNCC strategic plan was influenced and guided by the 15 key components presented above, each of which contributed to the development of the individual segments of the plan. Specifically, an effective plan of action should contain a mission statement, goals for the college, organizational objectives for the five-years of the plan, the role of policies in working toward the objectives, potential strategies designed to facilitate accomplishment of the objectives, and specific roles, programs, and structures which might further enhance organizational objective accomplishment. Further details regarding each of these segments are presented below.

Mission Statement

The mission statement is a short, clear statement of what product or service is being provided and to whom it is provided. It should avoid statements regarding how the product or service will be offered and the techniques for offering the product or service since these should be stated as goals which the organization will hope to accomplish. The mission statement is a long-term statement of direction and often remains constant for the life of the organization.

Goals

How the organization hopes to fulfill its mission will be set forth in terms of

institutional goals. These might include statements of excellence, location, or survival. They are not necessarily measurable, but set a tone and direction for operation, and provide the background for development of organizational objectives. They are not presented in order of importance, but are all assumed to be of equal value to the institution. Goals are long-term statements of direction, and change only when there is a substantive change of emphasis with regard to the mission statement.

Organizational Objectives

The specific targets of organizational activity for a specified time period are stated as organizational objectives, and are presented in priority order of importance to the institution. These should be measurable so that the organization can monitor levels of accomplishment and thus adjust emphasis or strategies. They provide the focus of direction and energy for institutional decision making and activities so long as they remain as prime objectives or until they have been fully accomplished. They are generally moderate-term in length of existence, being primary targets of activity for a period of time ranging from one to five years. At the end of each year, and even during the year, the objectives will be reassessed and either continued, redefined, or eliminated.

Policies

Policies are determined and established by the Board of Trustees and/or the administration, and are defined as broad guidelines to assist in administrative decision

making for the organization. They set parameters for operation with regard to what strategies might be adopted and how they might be implemented in striving to accomplish organizational objectives while at the same time adhering to prescribed policies. They may be short-term, moderate-term, or long-term since they may simply be modified by Board or administrative action, as appropriate, and will generally remain in place so long as they are deemed functional and appropriate.

Strategies

Strategies are plans of action for attempting to fulfill specific organizational objectives within the parameters established by institutional and operational policies. A strategy may be adopted which will assist in the attainment of more than one objective, or a strategy may be aimed at only one specific objective. A cluster of related strategies may be directed toward one or more objectives. Such plans of action are generally short-term, lasting for a maximum of one year, although they may be extended beyond this time period depending upon current or anticipated effectiveness. They are continually assessed regarding such effectiveness, and in most cases may be quickly modified or eliminated. It is the appropriateness of correct selection of strategies for attainment of organizational objectives which reflects on administrative effectiveness as well as effectiveness of faculty and staff in working toward objective accomplishment.

Roles, Programs, Structures

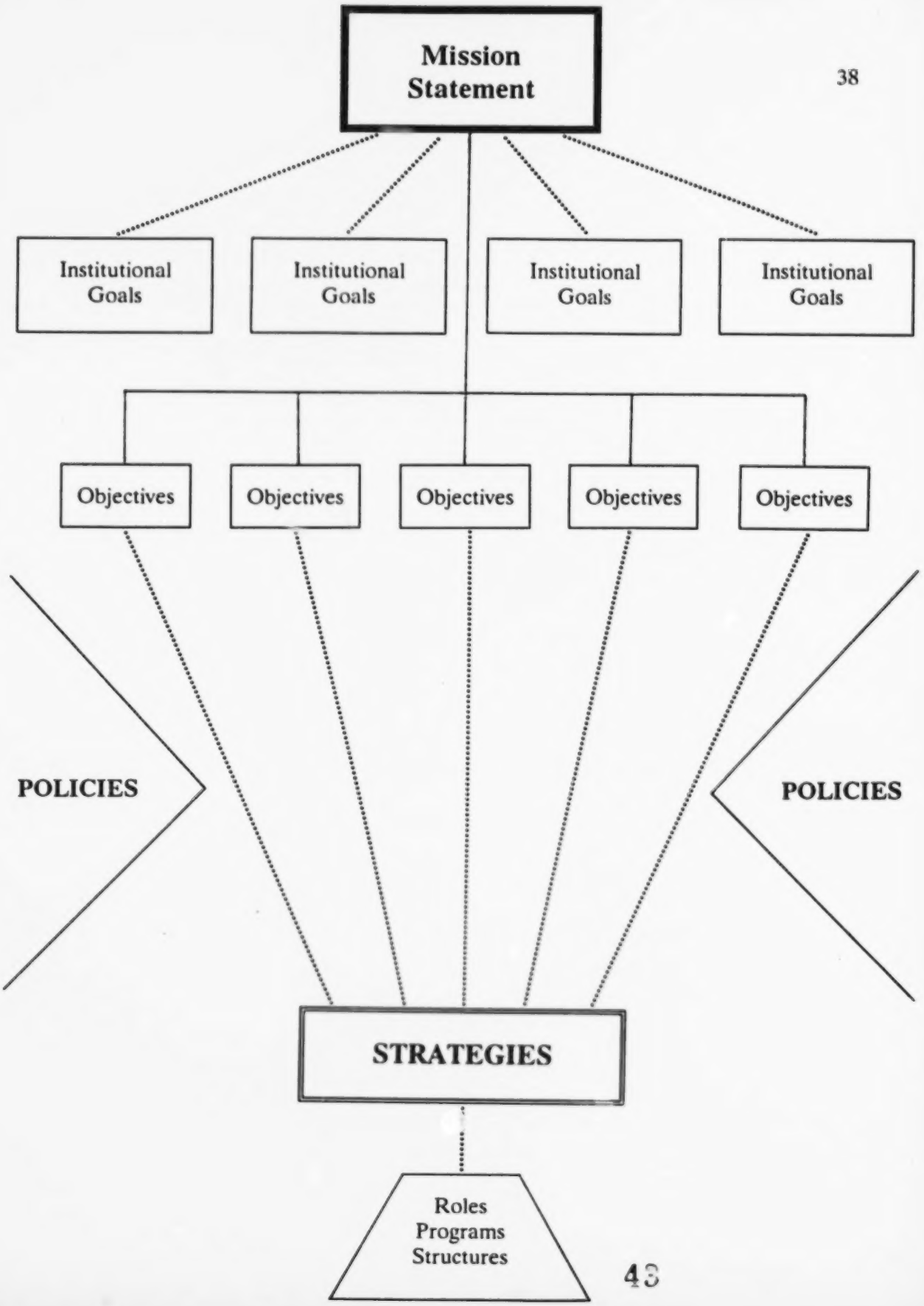
The selection of certain strategies may create a need for key personnel to adopt

appropriate roles to best facilitate the accomplishment of one or more organizational objectives; or specific academic or support programs might need to follow a specified mode of operation; or structures might need to be established. These will generally be short-term in nature, lasting not longer than the specific strategy to which they are tied, although in the case of particularly successful roles, programs, or structures, they may continue over long periods of time.

The relationship of all of the segments of the strategic plan is further illustrated by the diagram presented at the end of this Part V.

Conclusion to Future Direction and Usability

It is the institution-wide commitment to the need for a strategic plan, the sense of history which has been reviewed, the process involvement which has been followed, the dedication to development of a usable document aimed at meeting the challenges of the future, the identification of key components to guide the development of the strategic plan, and the understanding of the structure of strategic planning that leads Colorado Northwestern Community College to this moment of exceptional opportunity. The CNCC Five-Year Plan of Action is the result of the institution taking advantage of this moment of opportunity, and the resultant operational segment of the strategic plan is presented in the following section.


Mission Statement
Institutional Goals
Institutional Goals
Institutional Goals
Institutional Goals
Objectives
Objectives
Objectives
Objectives
Objectives
POLICIES
POLICIES
STRATEGIES
Roles
Programs
Structures

Part VI

Presenting
THE CNCC FIVE-YEAR PLAN OF ACTION

This CNCC Five-Year Plan of Action is designed to provide institutional direction and to facilitate administrative, faculty, and staff decision making for the time period of 1989-90 through 1993-94! It is with the full understanding that, as this Plan of Action is put into place, it will undergo constant scrutiny regarding appropriateness for the institution. Changes will be made as needed, with the same commitment to consultative administrative decision making that guided the creation of this plan.

Mission
of
Colorado Northwestern Community College

The mission of Colorado Northwestern Community College is to establish itself as a comprehensive community college committed to serving the higher-education, lifelong learning, and related needs of the residents of northwestern Colorado and others who can benefit from the courses, programs, and services being offered.

Goals
of
Colorado Northwestern Community College

The following 12 goals are tied directly to the mission of Colorado Northwestern Community College, and set the atmosphere and establish the attitude for the way the institution strives to fulfill its mission:

1. To offer a limited number of select programs in an institutional environment fully committed to achieving excellence in all that we do.
2. To provide quality teaching and a proactive curriculum, as well as a dedicated, well-qualified, productive staff, which results in the best possible outcome for each student.
3. To maintain institutional and appropriate program accreditation.
4. To provide university-parallel credit courses and associate degree programs of high academic quality which fully prepare students to transfer to, and be successful in, four-year colleges and universities.
5. To provide credit courses and certificate and associate degree programs to fully prepare students for immediate employment and/or retraining in career positions and ongoing vocational success in the occupational program areas offered by the College.
6. To provide courses and cultural programs/activities for continuing education credit or non-credit to meet the needs of residents within the Service Area.
7. To ensure that the College maintains an open-door policy for all who can benefit from our programs and courses while at the same time providing organized developmental work which will improve skills and attitudes so that success in a course or program may become possible.
8. To provide students with strong guidance and counseling, appropriate

financial aid, quality student life, and other services not included in instructional programs.

9. To provide attractive, functional, modern facilities, library/media resources, and support services which will generate the best possible outcome for each individual utilizing such facilities.

10. To participate as an active, contributing, interactive member of the Service Area community, contributing to the ongoing development and economic vitality of the Service Area and the state of Colorado.

11. To create an atmosphere that encourages personal well-being and active participation in extra-curricular, social, cultural, recreational, and learning activities.

12. To create an atmosphere that encourages faculty/staff professional and personal growth, that stimulates creativity and innovation, that facilitates involvement in institutional governance, and that provides systematic assessment and analysis of programs, personnel, and resources.

Organizational Objectives and Potential Strategies for Colorado Northwestern Community College

The following objectives for Colorado Northwestern Community College become targets of activity during The Five-Year Plan of Action. They are presented according to priority importance to the institution, and the years of emphasis within the life of the plan is also presented for each objective.

Detailed potential strategies for administrative consideration are presented for each of the first two-years of the Plan, and introductory potential strategies are presented for the remaining three years of the Plan, with the full understanding that such detailed strategies and potential strategies may be modified as appropriate as the institution strives to accomplish the organizational objectives. Such strategies are not presented in relative order of importance to the institution or for perceived accomplishment of the objective. Further, at the end of each year of operation under this Plan of Action, detailed potential strategies will be developed for the immediate two-years ahead. All strategies will conform to institutional policies.

TOP PRIORITY -- First Set of Organizational Objectives

Objective Number One - MAINTAIN INSTITUTIONAL ACCREDITATION WITH THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SCHOOLS.

Recommended emphasis: Primary emphasis in year one, secondary emphasis in years two through five.

Potential Strategies for Year One

1. Be certain the strategic plan is completed and available for perusal by the North Central visitation team.
2. Be certain institutional record keeping conforms to North Central expectations.
3. Be certain Service Area programs and activities are appropriately tied to and administered by the College in compliance with North Central requirements.
4. Host the North Central visitation team.

Years Two, Three, Four, and Five

1. React appropriately to recommendations presented by the North Central visitation team.

2. Be cognizant of and react to ongoing North Central requirements.

Objective Number Two - DEVELOP AND IMPLEMENT A SUCCESSFUL PROGRAM TO FACILITATE STUDENT RECRUITMENT, ORIENTATION, AND RETENTION AIMED AT GROWTH AND ENROLLMENT INCREASES.

Recommended emphasis: All five years.

Potential Strategies for Year One

1. Explore an early orientation program to include information on career planning, becoming involved in campus life, making friends, substance abuse, date rape, etc.
2. Strengthen intramural program.
3. Consider and plan for an equipment rental program - tennis and racquetball rackets, camping equipment, etc.
4. Explore having student oriented offices open other than just during traditional hours - admissions/records, financial aid, counseling, etc.
5. Explore policy development to equate non-traditional learning experiences to college credit in appropriate/applicable majors on campus.
6. Develop an early warning system to identify/locate/counsel students not attending class.
7. Work with the high schools to establish ways for students to earn college credit while still in high school, working with all of them to some degree with full development planned for a few each year.
8. Make concentrated efforts to work directly with high school counselors, especially "CNCC High Schools," to help them better help their students, working with all of them to some degree with full development planned for a few each year.
9. Work with high school and junior high school counselors to establish pathways to college.
10. Expand our non-traditional student base through working with some of the state institutions such as the State Unemployment Office, the counseling offices, the military bases, rehabilitation centers, displaced workers, displaced homemakers, etc.
11. Assess and, if needed, improve the advising process.
12. Make a concentrated effort to increase summer and evening classes.
13. Expand recruitment efforts to productive neighboring states and elsewhere.
14. Assess grants opportunities for supporting recruitment and growth.
15. Explore recruitment strategies for quality students.
16. Develop a comprehensive marketing plan.

Year Two

1. Explore alternatives for more active involvement of Program Directors in the recruitment process.
2. Establish an advising process to address transfer articulation, using four-year college/university catalogs as an advising tool.
3. Consider experimenting with weekend course offerings.
4. Explore video production for individual program areas.
5. Actively promote CNCC to Vernal/Roosevelt students.
6. Develop a summer orientation program.
7. Expand recruitment in depth to neighboring states and beyond.
8. Evaluate and further develop effective student orientation.
9. Continue to concentrate on pathways to college for younger students.
10. Continue to develop ties with high school counselors.
11. Continue to work on expanding our non-traditional base.
12. Continue to assess/improve advising.
13. Continue to increase summer and evening classes, programs and clinics as appropriate.
14. Make a concentrated effort to expand and improve class scheduling.
15. Work with service area businesses to help them be more successful and to train and educate their employees.

Years Three, Four and Five

1. Explore direct international student recruitment.
2. Continue to emphasize orientation/retention for students.
3. Offer more advanced placement courses in high school.
4. Continue to focus on middle/high school students within our area.
5. Ensure adequate evening/weekend courses for community members seeking degrees.
6. Provide recruitment emphasis in productive states.
7. Continue to work with high school counselors.
8. Continue to develop summer and evening classes.
9. Continue to improve the advising process.
10. Continue to improve class scheduling.
11. Expand weekend activities for students.
12. Develop a more intensive education program for unprepared students.
13. Develop a summer events and activities program.

Objective Number Three - DEVELOP A STRONG CURRICULUM AND STRONG PROGRAMS TO BEST MEET OUR EDUCATIONAL MISSION AND SERVE OUR SERVICE AREA NEEDS.

Recommended emphasis: All five years.

Potential Strategies for Year One

1. Further develop the core curriculum.
2. Support curricular and classroom innovation.
3. Implement a program review policy.
4. Determine/study what is needed for transfer success at other institutions.
5. Enhance the curriculum as appropriate.
6. Develop ties to provide awareness for service area needs.

Year Two

1. Explore new program development.
2. Assess curriculum effectiveness.
3. Further develop articulation agreements and institutional accountability.
4. Continue development of summer curriculum and programs.

Years Three, Four and Five

1. Continue assessment and development.

Objective Number Four - EXPAND REVENUE AND FUNDING SOURCES TO REDUCE TAX REVENUE DEPENDENCY, AT THE SAME TIME DEVELOPING AND UTILIZING A COMPREHENSIVE FISCAL PLAN.

Recommended emphasis: Primary emphasis in years one and two, secondary emphasis in years three, four and five.

Potential Strategies for Year One

1. Develop a fiscal plan with long-range budgeting processes.
2. Pursue state legislature funding increases.
3. Expand grant sources.
4. Develop summer programs and conferences and workshops that are self-financed experiences.
5. Phase out programs that are not productive and focus attention on

programs that are growing or that have growth potential, including the potential for new programs.

6. Implement Craig Affiliated Junior College District.
7. Make better use of present campus facilities.
8. Institute procedures for most effective utilization of the money that the College has available within the limitations of providing appropriate support to the local economy.
9. Increase state funding for equipment and buildings.
10. Explore involvement in economic development activities.
11. Develop a facilities rental plan/policy within the limitations of effectively serving the local community.
12. Prepare an endowment development plan and sample its effectiveness.

Year Two

1. Evaluate and revise fiscal plan.
2. Continue economic development activities as appropriate.
3. Implement facilities rental plan.
4. Develop a year-round usage plan for the campus.
5. Seek corporate funding, including donations of equipment, scholarship monies, etc. under the endowment development plan.
6. Develop graduate/alumni support in the form of donations toward scholarships, recruitment, job placement, etc.
7. Consider incentives for employees to find ways to save money without sacrificing quality.
8. Consider and work toward creating another Affiliated Junior College District.
9. Explore new educational programs for potential development.
10. Explore offering pre-payment packages to parents of junior high students.
11. Develop a plan for active investment of our money within the limitations of effectively serving the local community.
12. Explore contracting out appropriate services at the institution.

Years Three, Four and Five

1. Explore revenue sources that other colleges use.
2. Explore funding grants from corporations in merchandise or money.
3. Further increase state funding for programs, equipment and buildings.
4. Continue refining activities started in years one and two.
5. Implement plans developed in first two years.

Objective Number Five - FOCUS ON DORMITORY REMODELING AND/OR EXPANSION, TO INCLUDE MEETING THE NEEDS OF MARRIED STUDENTS.

Recommended emphasis: Planning in year one, implementation in years two and three.

Potential Strategies for Year One

1. Form a capital construction committee to explore alternatives and make recommendations.
2. Evaluate on-campus housing including feasibility studies for repair versus new construction.
3. Determine the need for and impact of apartment-style/suite style housing on campus.
4. Develop a renter's board/center to provide a resource for married students, seeking reduced rates through area landlords.
5. Update and repair existing dorms as a part of on-going campus maintenance.
6. Develop a timeline for remodeling existing facilities and a replacement schedule for furnishings.
7. Begin fund development and/or planning for alternative financing strategies.

Year Two

1. Develop off-campus housing ties.
2. Planning and designing should commence to prepare for building completion within next year.
3. Review and prioritize recommendations made by capital construction committee.
4. Determine if existing structures on-campus or off-campus could be utilized for apartment-style housing.
5. Continue fund development.
6. Implement plans from year one.

Year Three

1. Implement plans from years one and two.
2. Complete dormitory building construction.

Objective Number Six - EXPAND AND DEVELOP COMMUNITY SERVICES AND COMMUNITY RELATIONS.

Recommended emphasis: All five years.

Potential Strategies for Year One

1. Develop job placement opportunities within the service area.
2. Begin offering program seminars and professional training.
3. Provide support for faculty and staff involvement in the community.
4. Determine educational needs and wants of the community.
5. Develop communication links with the community.
6. Develop a reliable assessment tool to obtain feedback on how we are doing and what other things they would like to see us doing.
7. Become actively involved with local schools in career planning.
8. Develop a service area mentoring program, perhaps targeting marginal students who might not otherwise choose college.
9. Provide to students an informational listing of services available in the community, including work opportunities.
10. Develop a student discount program in the community.
11. Consider introducing/revamping events such as Business Education Day to include western Colorado and bordering states.
12. Determine employment needs in the various communities.
13. Highlight local and/or area students in appropriate newspapers.
14. Explore fine arts opportunities/programs.
15. Plan the development of a speakers bureau and sample the effectiveness of the plan.
16. Continue emphasis and development of distance learning.

Year Two

1. Introduce non-traditionally scheduled classes to meet community needs.
2. Encourage/develop student involvement in community activities through clubs, organizations, etc.
3. Consider an alumni newsletter/newspaper.
4. Expand fine arts opportunities.
5. Expand career planning services/information to service area high schools.
6. Implement the speakers bureau.
7. Develop a downtown committee to keep CNCC on track with the community.

Years Three, Four and Five

1. Continue development of activities from years one and two.
2. Evaluate year one and two events.

Objective Number Seven - INCREASE AND MODERNIZE THE LIBRARY AND MEDIA CENTER THROUGH NEW CONSTRUCTION OR APPROPRIATE/ ADEQUATE REMODELING.

Recommended emphasis: Planning in years two and three, implementation in years four and five.

Potential Strategies for Year One

1. Prepare for planning process.
2. Begin fund development.

Year Two

1. Form a capital construction and use committee to explore alternatives and make recommendations.
2. Determine needs of learning assistance, providing adequate space while assessment continues.
3. Consider development of a reprographics center where trained staff can make and collate copies, etc.
4. Consider including an arts center.
5. Consider additions in the AV area to include equipment and personnel to produce classes to be offered in Service Area.
6. Continue fund development.
7. Consider including a PC users lab.

Year Three

1. Prioritize capital construction committee alternatives and recommendations.
2. Determine whether related programs such as learning assistance, fine arts, reprographics, etc. could be housed together.
3. Do a cost comparison of new construction versus remodeling.
4. Secure architectural planning services.

Years Four and Five

1. Implement plans and complete construction.

HIGH PRIORITY -- Second Set of Organizational Objectives

Objective Number Eight - PROVIDE OPPORTUNITIES FOR PERSONAL AND/OR CAREER DEVELOPMENT CAMPUS-WIDE.

Recommended emphasis: All five years.

Potential Strategies for Year One

1. Determine needs for personal career development.
2. Provide in-house training with staff as trainers.
3. Assess opportunities in the community where career development could be possible.
4. Plan for funds to be available in the following year(s) for expansion.
5. Explore making available upper-division and/or graduate level courses on campus through another institution.
6. Explore possibilities of developmental course offerings on campus and/or publicize offerings in the region.
7. Bring speakers to campus to address career development needs for employees and/or students and/or people downtown and in the surrounding areas.
8. Develop guidelines for utilizing funds for employee development, making sure that everyone is treated equally and has a chance for development.
9. Explore our use of teleconferences as a less expensive way to provide education for our employees.
10. Develop a system whereby each individual can arrive at a personal-development plan.
11. Consider establishing a personnel development committee to determine what the personnel development needs are on campus, and plan activities and develop support for these activities.
12. Develop career ladders, training plans, and/or professional development plans for every employee wishing to participate.

Year Two

1. Consider pay awards for all personnel who continue education directly related to their job function and which are approved in advance through an institutional process.
2. Provide funds for attendance at regional and national conferences and/or for membership dues to professional organizations and/or off-campus training/education.

3. Provide workshops on campus dealing with special topics for all employees, using in-house experts, outside experts, or teleconferencing.
4. Continue to develop our on-campus resources.
5. Increase funds for employee development.
6. Explore developing our satellite program to include degrees and other additional education that may be obtained by our employees without going away from campus.
7. Develop the employee development function within the Personnel Department.

Years Three, Four and Five

1. Continue to assess and upgrade opportunities.

Objective Number Nine - EMPHASIZE CENTRALITY OF TEACHING/LEARNING AND SUPPORT INNOVATION AND COMMITMENT THROUGH INCENTIVES FOR EXCELLENCE.

Recommended emphasis: Primary emphasis in years one and two, secondary emphasis in years three, four, and five.

Potential Strategies for Year One

1. Develop a plan to support innovation and development.
2. Provide positive feedback (oral or written) for extra and/or superior contributions.
3. Investigate the feasibility of a faculty rank system.
4. Develop a plan for program awards/rewards.
5. Continue with teacher/service awards.
6. Develop a plan to emphasize writing and speaking in all classes.
7. Encourage faculty involvement in professional activities by providing support and/or dollars.
8. Implement an effective evaluation system.
9. Develop a process for nurturing effective teaching.
10. Develop a plan and resources for recruiting, orienting, training, evaluating, and rewarding part-time faculty.
11. Determine what can be done to culture a climate of quality by developing a plan to enhance our overall efforts aimed toward creating an image of quality on the campus and beyond.

Year Two

1. Implement plans as appropriate.
2. Evaluate and implement program awards/rewards.
3. Develop more informative advising in-services.

Years Three, Four and Five

1. Continue evaluation and implementation of plans and programs.

Objective Number Ten - UPDATE ALL FACETS OF THE COMPUTER SYSTEM, COMPUTER UTILIZATION, AND COMPUTER SERVICES ON CAMPUS.

Recommended emphasis: All five years.

Potential Strategies for Year One

1. Analyze needs and explore options to determine what is best for the college community.
2. Develop a planning process to assure service areas are compatible with Rangely Campus.
3. Assess the possibility of centralizing the area for computer instruction, providing the opportunity for larger classes.
4. Reduce "ownership" of computer facilities.
5. Develop a steering and planning committee.
6. Develop a plan to expand faculty/staff computer literacy and utilization.
7. Assess both hardware and software needs.
8. Explore the possibility of hiring an outside consultant to provide input and to work with the steering committee.
9. Develop a structured procedure for prioritizing computer programming requests.
10. Analyze and address space needs and plan for a better computer/printer ratio than 6 to 1.
11. Plan for an adjoining classroom to the lab.
12. Establish a timeline and develop a plan for updating and/or replacing the current computer system.
13. Explore networking labs.

Year Two

1. Implement computer programming request procedure.

2. Establish costs for updating and/or replacing the current computer system, and proceed with the plan.
3. Update/upgrade software to meet needs.
4. Evaluate and act upon recommendations of the steering committee.
5. Explore campus-wide electronic mail or alternatives.
6. Develop funds to cover computer system replacement.

Years Three, Four and Five

1. Continue evaluation of plans/programs.
2. Implement timeline for updating and/or replacing computer system.
3. Continue process to expand faculty/staff computer literacy and utilization.

Objective Number Eleven - EMPHASIZE AND EXPAND THE ROLE OF STUDENT AFFAIRS/SUPPORT ON CAMPUS AND BEYOND.

Recommended emphasis: Primary emphasis in years one and two, secondary emphasis in years three, four and five.

Potential Strategies for Year One

1. Expand all services to non-traditional students.
2. Explore plans to provide health care services on campus.
3. Explore plans to provide day care services.
4. Develop a program/plan to create a positive athletic image on and off campus.
5. Take advantage of existing resources by considering a campus golf organization for the golf course, intramural activities involving golf or biking, etc.
6. Provide support for the proposed bike and running path for town.
7. Consider providing rental equipment such as cross country skis, tennis rackets, etc. to get students involved.
8. Continue and expand student discounts at the Recreation Center.
9. Explore getting students on campus for early orientation.
10. Explore development of student ambassadors.

Year Two

1. Explore developing PSA's as regular student staff, such as are the RA's.
2. Provide staff development programs, including service area personnel.
3. Consider a special populations coordinator to assist with non-traditionals and minorities.

4. Act upon health care services exploration.
5. Assess counseling/placement staff/advisor needs.
6. Act upon day care exploration.

Years Three, Four and Five

1. Continue to implement plans and procedures from prior years.

Objective Number Twelve - DEVELOP A COMPREHENSIVE INSTITUTIONAL PERSONNEL PLAN AND EXPAND THE PERSONNEL FUNCTION TO THE COLLEGE.

Recommended emphasis: All five years.

Potential Strategies for Year One

1. Provide accurate job descriptions for all personnel/positions.
2. Assess guidelines for advertising/employing replacement personnel to attract most qualified personnel and propose as a policy.
3. Continue development of evaluation process.
4. Emphasize a plan for employee retention.
5. Assess employee benefits for both part-time and full-time employees.
6. Consider a plan to increase part-time instructor pay.
7. Assess what other community colleges are doing in personnel.
8. Plan for a Personnel/Human Resource Department and officer.
9. Institute procedures to ensure CNCC is in compliance with all Federal and State laws.
10. Explore and implement cafeteria benefit plan alternatives as appropriate.
11. Ensure compliance with CNCC hiring guidelines through active participation in the recruiting process.
12. More clearly communicate requirements/necessities in the probation/disciplinary process.
13. Provide training sessions for Program Directors.

Year Two

1. Establish an orientation program for new employees.
2. Conduct salary surveys to ensure competitive salaries between CNCC, the local job market, and other similar institutions in the area.
3. Set up a system for conducting exit interviews and use information gathered to make suggestions for changes within the institution.
4. Provide more active involvement in the recruiting process.

5. Revise evaluation process and instruments as necessary.
6. Explore a better method for dissemination of information on campus and beyond.
7. Complete evaluation of structure and staffing, beginning to phase out/add positions as appropriate.
8. Assess the feasibility of implementing a merit pay system in light of refinements to the evaluation process.

Years Three, Four and Five

1. Continue the assessment and growth process.
2. Become more involved in staff development.
3. Become more involved in employee relations such as social functions, recognition programs, retirement planning, etc.
4. Develop and implement attitude surveys to identify potential problem areas.
5. Become more involved in the faculty/staff recruiting process.

Objective Number Thirteen - ESTABLISH AN ONGOING CONSISTENT PROGRAM REVIEW AND ASSESSMENT PROCESS.

Recommended emphasis: Primary emphasis in year one, continuation in years two through five.

Potential Strategies for Year One

1. Develop a program review process.
2. Determine the procedure to be followed.
3. Re-evaluate current vocational programs and develop new ones and/or enhance current ones.
4. Restructure/revitalize programs.
5. Complete industry/regional/state-wide surveys.

Years Two, Three, Four, and Five

1. Revamp the review process as appropriate.
2. Implement recommendations from the prior year process.

Objective Number Fourteen - DEVELOP AND IMPLEMENT A COMPREHENSIVE, PROGRESSIVE EVALUATION SYSTEM FOR THE COLLEGE.

Recommended emphasis: Primary emphasis in year one, continuation in years two through five.

Potential Strategies for Year One

1. Develop an evaluation system process.
2. Determine the procedure to be followed.
3. Implement the process for assessment.
4. Involve goal setting.
5. Develop evaluation instruments.

Years Two, Three, Four, and Five

1. Continue development and implementation.
2. Increase usability of the process.
3. Determine merit pay status.
4. Explore alternative incentives.

MODERATE PRIORITY - Third Set of Organizational Objectives

The following objectives do have value to institutional development, and will be addressed during the life of The CNCC Five-Year Plan of Action as time and resources allow.

Objective Number Fifteen - DEVELOP AND IMPLEMENT A COLLEGE FINE ARTS PROGRAM.

Recommended emphasis: As time and resources allow.

Potential strategies

1. Develop courses for credit.
2. Provide supplemental activities and events.
3. Develop and implement a remodeling/construction plan.

Objective Number Sixteen - EXPAND AND FURTHER DEVELOP STATEWIDE TRANSFER AND ARTICULATION AGREEMENTS FOR ALL PROGRAMS ON CAMPUS.

Recommended emphasis: As time and resources allow.

Potential strategies

1. Develop wide-spread acceptance of core curriculum.
2. Establish selected vocational transfer ties.
3. Develop articulation concepts with Service Areas.
4. Develop high school programs in Service Areas.

Objective Number Seventeen - DEVELOP, IMPLEMENT, AND UTILIZE TWO-WAY DISTANCE LEARNING TECHNOLOGY.

Recommended emphasis: As time and resources allow.

Potential strategies

1. Explore satellite hookups, other alternatives, equipment purchases.
2. Develop upper division and graduate course offerings in Service Area.
3. Develop courses for offering in Service Area.

Objective Number Eighteen - PROVIDE ADEQUATE HEATING AND COOLING IN ALL BUILDINGS.

Recommended emphasis: As time and resources allow.

Potential strategies

1. Explore remodeling/modification requirements.
2. Implement plan with consistency.

Objective Number Nineteen - UPGRADE AND/OR EXPAND CLASSROOM AND OFFICE SPACE.

Recommended emphasis: As time and resources allow.

Potential strategies

1. Tie to other construction/remodeling projects.
2. Explore current facilities utilization.

Objective Number Twenty - UPGRADE AND INCREASE THE AMOUNT OF OUTDOOR LIGHTING ON CAMPUS.

Recommended emphasis: As time and resources allow.

Potential strategies

1. Determine current level of efficiency.
2. Explore alternatives.
3. Implement plan with consistency.

Objective Number Twenty-One - EXPLORE NEEDED ADDITIONAL SERVICES TO BE MADE AVAILABLE TO FACULTY/STAFF/STUDENTS.

Recommended emphasis: As time and resources allow.

Potential strategies

1. Consider day care services.
2. Explore remodeling/construction needs.
3. Survey to discover needs.
4. Implement plan with consistency.

Policies of Colorado Northwestern Community College

The policies of the College which will guide the selection of appropriate strategies are presented in the institutional By-Laws, Policies, and Procedures manual which is updated annually for approval by the Board of Trustees.

Roles, Programs, Structures for Colorado Northwestern Community College

Roles, programs, and structures which are needed during the life of The CNCC

Five-Year Plan of Action will be administratively determined, as appropriate, and in certain instances will be approved by the Board of Trustees. There are specific administrative roles which will be followed during the life of this Plan, and these are presented below:

President - In addition to performing the duties set forth in the institutional Position Specifications Manual and the duties set forth by the Board of Trustees, the primary role of the President of the College will be to focus on institutional planning. In this role, approximately 80% of this individual's time and effort will be aimed at external constituencies while 20% will be involved in internal decision making.

Vice President for Fiscal Affairs - In addition to performing the duties set forth in the institutional Position Specifications Manual and the duties set forth by the President, the primary role of the Vice President for Fiscal Affairs will be to provide leadership to the institution in financial matters and through leadership toward institutional excellence in the Administrative Cabinet, and to strive to continually improve operations and efficiency in the fiscal affairs arm of the organizational chart. In this role, approximately 80% of this individual's time and effort will be involved in internal decision making and leadership while 20% will be involved with external constituencies, both within the Service Area and throughout the state.

Vice President for Instructional Affairs - In addition to performing the duties set forth in the institutional Position Specifications Manual and the duties set forth by the President, the primary role of the Vice President for Instructional Affairs will be to

provide leadership to the institution in curricular and instructional matters and through leadership toward institutional excellence in the Administrative Cabinet, and to strive to continually improve the instructional affairs arm of the organizational chart. In this role, approximately 80% of this individual's time and effort will be involved in internal decision making and leadership while 20% will be involved with external constituencies, particularly in developing ties with state agencies and other academic institutions.

Vice President for Student Affairs - In addition to performing the duties set forth in the institutional Position Specifications Manual and the duties set forth by the President, the primary role of the Vice President for Student Affairs will be to provide leadership to the institution in student affairs matters and through leadership toward institutional excellence in the Administrative Cabinet, and to strive to improve the student affairs arm of the organizational chart. In this role, approximately 80% of this individual's time and effort will be involved in internal decision making and leadership while 20% will be involved with external constituencies, both within the Service Area and throughout the state.

Dean of Community Educational Services - In addition to performing the duties set forth in the institutional Position Specifications Manual and the duties set forth by the President and Vice President for Instructional Affairs, the primary role of the Dean of Community Educational Services will be to provide leadership to the institution through credit and non-credit courses and programs throughout the Service Area and through leadership toward institutional excellence in the Administrative Cabinet, and to

strive to improve the community educational services area of the organizational chart. In this role, approximately 40% of this individual's effort will be involved in internal decision making and leadership while 60% will be involved with external constituencies, primarily within the Service Area.

Conclusion

It is this Five-Year Plan of Action which will guide the ongoing development of Colorado Northwestern Community College as we reaffirm our dedication toward achieving excellence in all that we do.

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